

DOCUMENT RESUME

ED 087 844

UD 014 082

TITLE An Evaluation of the Bilingual Center for Preschoolers in District 17. ESEA Title VII Program.

INSTITUTION New York Univ., N.Y. Center for Field Research and School Services.

SPONS AGENCY New York City Board of Education, Brooklyn, N.Y.

PUB DATE Jul 73

NOTE 48p; Function Number 65-37601; Appendix D is a lesson in Spanish

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS *Bilingual Education; Communication Skills; *Parent Participation; Parent School Relationship; *Preschool Education; *Preschool Programs; Program Evaluation; Reading Readiness; School Districts; Second Language Learning; Self Concept; Urban Education

IDENTIFIERS Elementary Secondary Education Act Title VII; ESEA Title VII; *New York City

ABSTRACT

During the 1972-73 school year, Community School District 17 in New York City opened its Bilingual Center for Pre-Schoolers, funded under Title VII of the 1965 Elementary Secondary Education Act. The major objectives for the program were: (1) to improve verbal communication skills of all students in their first language; (2) to develop comparable ability in a second language (either French, Spanish, or English); (3) to develop a positive self-image and respect for both cultures studied; (4) to develop "reading readiness" of kindergarten population; (5) to increase teacher awareness of the value of being bilingual; (6) to prepare teachers and paraprofessionals for their added responsibilities through enrollment and participation in college courses and inservice instruction in bilingual education; (7) to develop parental concern and involvement in the program; (8) to develop bilingual ability of parents through participation in second language classes at the Center; and (9) to encourage parents to visit the Center and contribute to the program. The major findings for the program were as follows: (1) the students' ability to communicate in their dominant (first) language improved substantially; (2) most of the French and Spanish dominant students achieved near comparable fluency in English as in their first language; the English dominant were not as advanced in their ability to use French or Spanish as their peers in the program; (3) positive self-image and respect for both cultures were developed; and, (4) most of the kindergarten children are ready to begin to read. (Author/JM)

ED 087844

Function No. 65-37601

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

AN EVALUATION OF THE
BILINGUAL CENTER FOR PRE-SCHOOLERS
IN DISTRICT 17

ESEA TITLE VII PROGRAM

Evaluation of a New York City school district educational project funded under Title VII of the Elementary and Secondary Education Act of 1965 (PL 89-10) performed under contract with the Board of Education of the City of New York for the 1972-73 school year.

Professor John S. Mayher
Project Director

CENTER FOR EDUCATIONAL RESEARCH AND FIELD SERVICES
School of Education
New York University

July 1973

UD 614682



New York University

School of Education
Center for Educational Research and Field Services

51 Press Building
Washington Square
New York, N.Y. 10003
Telephone: (212) 598-2898, 3425

July 31, 1973

Dr. Anthony Polemeni
Acting Director
Bureau of Educational Research
BOARD OF EDUCATION
OF THE CITY OF NEW YORK
110 Livingston Street
Brooklyn, New York 11201

Dear Dr. Polemeni:

In fulfillment of the agreement dated March 13, 1973 between the New York City Public Schools and the Center for Educational Research and Field Services, I am pleased to submit three hundred copies of the final report, Evaluation of Bilingual Center for Pre-Schoolers, Community School District 17.

The Bureau of Educational Research and the professional staff of the New York City Public Schools were most cooperative in providing data and facilitating the study in general. Although the objective of the team was to evaluate a project funded under ESEA Title VII, this report goes beyond this goal. Explicit in this report are recommendations for modifications and improvement of the program. Consequently, this report will serve its purpose best if it is studied and discussed by all who are concerned with education in New York City -- the Board of Education, professional staff, students, parents, lay leaders, and other citizens. To this end, the study team is prepared to assist with the presentation and interpretation of its report. In addition, the study team looks forward to our continued affiliation with the New York City Public Schools.

You may be sure that New York University and its School of Education will maintain a continuing interest in the schools of New York City.

Respectfully submitted,

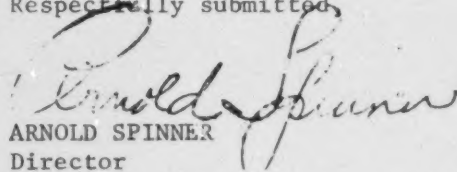

ARNOLD SPINNER
Director

TABLE OF CONTENTS

EXECUTIVE SUMMARY: Findings and Recommendations	i
DESCRIPTION OF PROGRAM	1
STUDENTS	2
Dominant Language Development	2
Second Language Development	6
Cultural Awareness	9
Cognitive Skills	9
Self-Image	16
TEACHERS AND PARAPROFESSIONALS	18
Instruction Objectives	18
Attitude Objectives	22
Training Objectives	23
PARENT AND COMMUNITY INVOLVEMENT	24
Attitude Toward Program	24
Second Language Learning	24
Visits to School	25
SUMMARY AND CONCLUSIONS	26
RECOMMENDATIONS	30
APPENDICES	31

LIST OF TABLES

Table 1.	Language Development as Measured by Mean Number of Morphemes in an Utterance (Dominant Language)	2
2.	Pre- and Post-Test Mean Scores in Dominant Language on <i>Experimental Scale for Rating Pupils' Ability to Speak English</i>	5
3.	Pre- and Post-Test Mean Scores in Second Language on <i>Experimental Scale for Rating Pupils' Ability to Speak English</i>	7
4.	Mean Scores on Cultural Awareness Test	10
5.	<i>Murphy-Durrell Reading Readiness Analysis</i> Scores Grouped by Dominant Language	12
6.	Comparison of Percentile Ranking on <i>Murphy-Durrell Reading Readiness Analysis - Experimental and Control Groups</i>	14
7.	Comparison of Post-Test Raw Scores on <i>Boehm Test of Basic Concepts - Experimental and Control Groups</i>	15
8.	Comparison of Pre- and Post-Test Mean Scores on <i>Boehm Test of Basic Concepts</i>	16

EXECUTIVE SUMMARY: FINDINGS AND RECOMMENDATIONS

During the 1972-73 school year, Community School District 17 in New York City opened its Bilingual Center for Pre-Schoolers. This project was supported by funds received under E.S.E.A. Title VII.

The major objectives, findings and recommendations for the program are summarized below.

Objectives:

1. To improve verbal communication skills of all students in their first language
2. To develop comparable ability in a second language (either French, Spanish or English)
3. To develop a positive self-image and respect for both cultures studied
4. To develop "reading readiness" of kindergarten population
5. To increase teacher awareness of the value of being bilingual
6. To prepare teachers and paraprofessionals for their added responsibilities through enrollment and participation in college courses and inservice instruction in bilingual education
7. To develop parental concern and involvement in the program
8. To develop bilingual ability of parents through participation in second-language classes at the Center
9. To encourage parents to visit the Center and contribute to the program

Findings:

1. The students' ability to communicate in their dominant (first) language improved substantially.
2. Most of the French and Spanish dominant students achieved near comparable fluency in English as in their first language. The English dominant students were not as advanced in their ability to use French or Spanish as their peers in the program for

reasons discussed further in the report.

3. A positive self-image and respect for both cultures were developed.
4. Most of the kindergarten children are ready to begin to read.
5. Teacher awareness of the value of being bilingual increased substantially during the year, with most of the teachers being convinced of the value of successfully developing programs to foster this goal.
6. All teachers and paraprofessionals enrolled in and successfully completed inservice training at the program site and university courses. See the report for difficulties with this objective.
7. The objective to have the parents involved in and feel positively toward the program their children were enrolled in was outstandingly met. The parents looked on the staff as allies in educating their children.
8. Parental second-language learning was clearly achieved.
9. Parents visited the school very frequently and felt that this was their program.

Recommendations:

1. The program should be continued in substantially its present form.
2. Continued effort must be made to increase and augment the opportunities for the English dominant group to use and hear their target language. In school this should take the form of the program being almost entirely conducted in French or Spanish, as appropriate, for these children. Out-of-school parents should be encouraged to do everything they can to enrich the language learning opportunities of their children.
3. Emphasis on individualizing the program should be strengthened wherever possible, with special attention to giving children a chance to participate in genuine communicative interaction situations in both languages. These cannot be merely group activities but as much as possible individual conversations between child and child and child and adult. To further the goal of the English dominant children learning French

or Spanish, they should be encouraged to talk in these languages to their peers as well as their teachers.

4. The inservice training aspect of the program should be continued and augmented by more attention to both the theoretical and the practical bases of bilingual education. University course work should be more directly related to the needs of the program. Other resource people should be employed to help the director with inservice training.

5. Parental involvement should continue at its present high level, and teachers should be encouraged to use interested parents as aides in the ongoing instructional program.

6. Materials for the program should emphasize as much as possible the cultural background as well as the skill development aspects of the program.

DESCRIPTION OF PROGRAM

The project is concerned with establishing bilingual education for 40 pre-kindergarten level and 50 kindergarten level children who come from homes in which English, French, or Spanish is spoken (1/3 from each language environment). The prime goal is to ensure that non-English speaking children who have participated in the program will function comparably with English dominant children in later school years, and that this achievement will, in turn, enable these children to be successful adults in our society. Concurrent with this goal is the aim to make English-dominant children bilingual.

From 401 eligible applicants for the program, 90 students were chosen. The criteria established for selection were:

1. Parental attitudes toward bilingual education
2. Parental commitment to attend a weekly evening meeting
3. Parental commitment to keep the child in the program for a minimum of five years.

The program has maintained its full register since school began on September 11, 1972. Forty children on a pre-kindergarten level were equally divided into two classes (Spanish/English; French/English). Each class is linguistically mixed. There are two adults in each room (one teacher and one paraprofessional); one is dominant in French or Spanish, the other is dominant in English. All of the French dominant staff speak Creole, the first language of 29 of the 30 Haitian (French-speaking) children.

I. STUDENTS

The first year objectives for the students in the kindergarten and pre-kindergarten levels were met in most cases and exceeded in some instances.

A. Base-line Data: Language Dominance

Interviews were conducted with the children and their parents in each child's home in June, 1972. Through this procedure, the parents were advised of the program's objectives and encouraged to participate. The child's ability in his dominant language could also be assessed in a natural setting. The parents completed a questionnaire pertaining to their desire to participate in the program. Following each interview, notes were recorded of observations made regarding the ability of the child.

B. Language Development: Dominant Language

1. All children who attend 80% of the time will show a significant increase in the development of the dominant language

Level of oral language development was determined through individual and small group discussions with a bilingual individual in which the comprehension and performance of each student was noted. Information was obtained through structured interviews which were taped; performance on specified tasks which were recorded; informal observations; and notations enumerated by teachers on pupils' records. Through the use of the New York City Board of Education *Experimental Scale for Rating Pupils' Ability to Speak English*, the child's level of ability to understand and use language was determined. Through these measures it was determined that all of the children speak fluently and communicate well in their dominant language among their peers and with adults. (See Table 1.)

TABLE I

LANGUAGE DEVELOPMENT AS MEASURED BY MEAN NUMBER OF MORPHEMES IN AN UTTERANCE

Grade Level	Mean Pre-Test Score	Mean Post-Test Score	Mean Change
Pre-Kindergarten	5.2	10.8	+5.6
Kindergarten	9.3	19.0	+9.7

2. Children in the project will show increases in the complexity of verbal expression.

The children use expanded structures; i.e., they communicate in an elaborated code as described by Basil Bernstein. They have developed the ability to use both the present and past tenses proficiently. This is contrasted with their performance at the beginning of the year when they were reluctant to talk, even though they understood what was said to them (as evidenced by their ability to follow oral directions). By the end of the year, communication was free and open. Topics of interest to them are their families and their activities. Fights, experienced vicariously, are discussed with great animation.

A valuable method for determining linguistic development, wherein the mean length of an utterance is computed, based on the number of morphemes in the utterance, was employed. A pre-test was administered in September and a post-test was administered in June. Students were asked to relate a story based on pictures presented to them. The results indicated that the mean score for the pre-kindergarten children on the pre-test was 5.2. The same group's mean score on the post-test was 10.8. For the kindergarten students, the mean score on the pre-test was 9.3 and the post-test mean was 19.0. The post-test scores of the pre-k group are 1.5 higher than the pre-test of the kindergarten group. (See Table 1.)

3. After listening to a simple rhyme or story, the child is able to retell the story using pictures.

Pictures in books were shown to students who were asked to relate the story. Based on teachers' notations on students' records and observations by the director and the evaluation team, it was determined that 85% of the group were able to tell the story. The students associated the pictures with the plot sequence as they remembered it from their previous experiences with the book. They did not describe the pictures, but used the illustrations only as a guide to the plot sequence. During this process, it was noted that pre-k children were less talkative and spoke in shorter utterances than the kindergartners. Specific aspects of language development may be grouped in three sub-headings: syntactic, semantic, and phonological development.

Syntax: On the pre-k level, the most frequently used structure was the imperative; for the kindergartners the simple active affirmative sentence was used most often,

followed by the imperative. The latter group was able to combine parts of sentences and entire sentences with a coordinating conjunction; the use of subordinating conjunctions was beginning to develop. Verb tenses which were marked in a regular pattern for past tense were used by the pre-k group. They had limited ability to use the past tense well, due to the number of exceptions which they had not yet learned. They could refer to yesterday, but were unable to express ideas about "the day before yesterday." The kindergarten students were able to produce these structures in addition to using a greater variety of tenses as: irregular verb forms in the past tense, subjunctive, future, and perfect tenses. They were quickly developing the ability to use appropriate endings for tense and for count nouns.

Semantic: The variety of experiences the students participated in and the diversity of these activities encouraged vocabulary development at a rapid rate. Specifically, the number of objects the students could identify (and the number of alternate methods of categorizing objects) and the descriptive words they use to provide details are increasing, along with the use of pronouns and action verbs.

Phonological: The students have a keen sense for the sound patterns of their native language and are able to produce meaningful utterances with an intonation pattern similar to adult patterns. However, the speech pattern of the kindergarten students is marked by the omission of word endings. (These endings provide information which is redundant in the utterance, therefore unnecessary to convey meaning.) In addition, a few sounds persist in giving trouble to the young learner who must distinguish between variations of phonemes.

The *Experimental Scale for Rating Pupils' Ability to Speak English* was adapted for use in the dominant language of each child. Mean scores on pre- and post-tests indicated that each group in each grade increased in the ability to use the dominant language. (See Table 2.)

TABLE 2

PRE- AND POST-TEST MEAN SCORES IN DOMINANT LANGUAGE
ON EXPERIMENTAL SCALE for RATING PUPILS' ABILITY TO SPEAK ENGLISH

A. Pre-Kindergarten Level

Dominant Language	Pre-Test Mean Scores	Post-Test Mean Scores	Mean Change
English	4.1	5.1	+1.0
French	4.0	5.1	+1.1
Spanish	3.9	5.2	+1.3

B. Kindergarten Level

Dominant Language	Pre-Test Mean Scores	Post-Test Mean Scores	Mean Change
English	4.4	5.3	+ .9
French	4.3	5.4	+ .9
Spanish	4.5	5.3	+ .8

Level A = 6; Level B = 5; Level C = 4; Level D = 3; Level E = 2; Level F = 1.

C. Language Development: Second Language (Oral Development)

Given a child is exposed to a second language in an essentially natural setting, said child will speak in complete sentences in that second language after a four month period.

The *Experimental Scale for Rating Pupils' Ability to Speak English* was modified to evaluate a minimum of 15% of each language group represented; i.e., the students for whom English is their dominant language were rated in the second language (French or Spanish) that they were learning and the rest were rated on their ability to use English. Mean scores on pre- and post-tests on the *Experimental Scale for Rating Pupils' Ability to Speak English* in their second language indicated that the French and Spanish dominant children are more adept in their second language (English) than the English dominant children are in their second language (French or Spanish). The results are presented in Table 3. *Schaeffer's Checklist* was used with all of the students. Since this measure deals with the presence or absence of certain constructions, it was used as part of the teacher's diagnosis to assist in planning the child's program. There is no comparative data on student performance. Observations were made by the teachers and the evaluation team. Based on these findings, the development of each group has been summarized.

Spanish Dominant

The mean score for the pre-kindergarten group on the *Scale* was 3.3 and for the kindergarten group, 4.5, far surpassing the initial objective. The pre-k and kindergarten students were able to switch easily to English when addressed in it or when playing with English speaking children. The kindergarten level children were able to tell stories and describe objects and actions equally fluently in their first and second languages. Although some French or Spanish patterns occasionally appeared in their speech, this did not impair communication. They understand more complex structures than they are able to produce. They are able to affix appropriate endings for plurals, possessives and tenses. Imperative and interrogative sentences are used most frequently. They are able to express negation in adult forms.

TABLE 3

PRE- AND POST-TEST MEAN SCORES IN SECOND LANGUAGE ON
EXPERIMENTAL SCALE for RATING PUPILS' ABILITY to SPEAK ENGLISH

A. Pre-Kindergarten Level

Dominant Language	Pre-Test Mean Scores	Post-Test Mean Scores	Mean Change
English	.2	1.2	+1.0
French	2.3	3.9	+1.6
Spanish	2.0	3.3	+1.3

B. Kindergarten Level

Dominant Language	Pre-Test Mean Scores	Post-Test Mean Scores	Mean Change
English	.2	1.8	+1.6
French	2.4	5.2	+2.8
Spanish	2.2	4.5	+2.3

Level A = 6; Level B = 5; Level C = 4; Level D = 3; Level E = 2; Level F = 1.

Creole Dominant

The Haitian students are learning two new languages; i.e., in addition to Creole which they learned as their first language, they are learning French and English. Based on teachers' notations on student records, taped structured interviews and performance on specifically designed activities, it has been determined that approximately 90% are able to understand French and to a lesser extent respond in French.

The ability of these students to understand and produce English has developed rapidly. After four months, based on tape recordings and teacher assessments, these students achieved the objective wherein it was projected that "... after a four month period children will be speaking in whole sentences." By the end of the year, they were equally fluent in French, Creole and English, obtaining a mean score of 3.9 for pre-kindergartners and 5.2 for kindergarten level students on the *Experimental Scale* in English.

English Dominant

The second language acquisition and development is progressing at a much slower rate for this group. Since the students frequently only heard their second language in the classroom, there was limited reinforcement. Teachers and paraprofessionals tended to be less insistent with these students to become bilingual.

However, based on notations by teachers on student profiles and the evaluation team's findings, it was determined the English dominant students can understand directions, participate in group activities and comprehend simple stories, as evidenced by their responses to teachers' questions. Their aural ability or comprehension can be generally placed on Level D on the *Modified Experimental Scale for Rating Pupils' Language Ability* and *Schaeffer's Checklist for Second Language Development*. (See Table 3.)

The students can recite numbers, colors and songs in the second language, but cannot use the language as well as the other groups used their second language. Some of the students could use the imperative form. Their vocabularies are expanding; the

kindergarten level students have a larger body of information than the pre-kindergarten students.

General Observations on Language Development

The children consider speaking two languages within the classroom a natural occurrence, and many are now responding in the dominant language of the person who asks a question or initiates the conversation.

The development of the use of the negative appeared to be more rapid in the second language for most students, as compared with Ursula Bellugi's study of this aspect of first language acquisition, but the developmental pattern is the same. Children's tapes reflect the language learning process as a systematic progression.

D. Cultural Awareness

Given prepared materials on Hispanic, Haitian and North American Culture, the child can verbally reproduce a pre-determined minimum number of important points in this material. A child can identify the flag of the country, and identify by name, certain figures in the current scene (discussed in class) of Haitian, Spanish, or American origin, and tell something about the person.

Attractive teacher-prepared materials based on the culture of Haiti and Puerto Rico were used enthusiastically by the children. Through discussions centering on these materials, students were able to identify objects depicting each culture. The evaluation team selected a random sample of 30% of the experimental group (divided into a 10% representation of each cultural background). It was determined that each child was able to identify a minimum of five objects of each culture studied, and most were able to identify seven. (See Table 4.)

E. Cognitive Skills

Among the objectives specified for the pupils in the program were the improvement of a wide range of cognitive skills of the sort most persuasively described by Jean Piaget

TABLE 4
MEAN SCORES ON CULTURAL AWARENESS TEST

A. Total Population

Dominant Language	Population Tested	Mean Number of Objects Identified
English	10	7.0
French	10	6.8
Spanish	10	7.2

B. Mean Scores by Grade

Dominant Language	Pre-Kindergarten		Kindergarten	
	N	Mean Score	N	Mean Score
English	5	6.1	5	8.3
French	5	5.8	5	7.8
Spanish	5	6.8	5	7.5

and his colleagues. These concepts include the development of the ability to categorize and classify, to understand conservation of objects, and to understand seriation relationships. While these are aspects of intellectual development which are apparently not directly teachable, evaluating each child in terms of them does provide important diagnostic information to teachers about the level of cognitive development of a child.

Therefore, the program included Piagetian tasks as part of its in-service work and as part of the ongoing diagnosis of the pupils. In the in-service program the teachers were helped to understand Piaget's system of cognitive analysis and to perform informal observations of their students in terms of their level of development on the Piagetian tasks. One member of the teaching staff and one of the community workers were especially directed to make such assessments and to inform the teachers. These assessments and the instructional activities based on them enabled the staff to individualize the instructional program and to provide the pupils with those experiences which would foster their cognitive growth. While such assessments and instruction undoubtedly played a role in the success of the children on the Boehm and Murphy-Durrell tests, no effort was made to compare children on such tasks.

The diagnosis was done largely informally and in the course of the ongoing activities the child was engaged in. While information gleaned from such observation is reflected in the teacher's records of the child's progress and was reported to the parents on the quarterly reports, no attempt could have or should have been made to systematically compare children on these criteria.

Reading Readiness

1. Children will develop left-to-right eye coordination and know when to turn a page.

Through observation by the teachers and the evaluation team, it was determined that 83% of the students in this program met this objective.

TABLE 5

MURPHY-DURRELL READING READINESS ANALYSIS*
NUMBER of SCORES in FOURTH QUARTILE by DOMINANT LANGUAGE

A. Total Group

Dominant Language	Total Population Tested	Number in 4th Quartile
English	34	26
French	30	14
Spanish	17	6

B. Pre-Kindergarten Level

Dominant Language	Total Population Tested	Number in 4th Quartile
English	16	13
French	13	7
Spanish	4	2

C. Kindergarten Level

Dominant Language	Total Population Tested	Number in 4th Quartile
English	18	13
French	17	7
Spanish	13	4

* Indicates readiness for reading instruction.

2. Children will be able to "read" a simple refrain in child's dominant language.

Through observations by the teachers and the evaluation team, and tape recordings, it was determined that all of the students met this objective.

3. Children will develop a sight vocabulary.

Each child was provided with cards, on each of which, one word was written. Each child's collection of words, starting with his name, were increasing, as was the rapidity with which each child was able to recognize each of his words.

4. Children in project will achieve higher on a reading readiness test in their dominant language, than compared to a group of non-participants.

The scores on the *Murphy-Durrell Reading Readiness Analysis* (See Table 5) indicate 14 French-dominant, 6 Spanish-dominant, and 26 English-dominant children are ready for reading instruction. 26% of the students have started reading books and are rapidly increasing their sight vocabularies. Four of the English-dominant children are reading materials on the first grade level.

The mean total raw scores on the *Murphy-Durrell Reading Readiness Analysis* for the experimental kindergarten group was 95.7 which is equivalent to the 72 %ile, with half the group attaining scores indicating the students are ready for reading instruction. This may be compared with the control group which were the kindergarten classes at P.S. 138, Brooklyn, who had a mean total raw score of 58.0, equivalent to the 23 %ile. (See Table 6.)

The mean total raw scores of the pre-kindergarten (4 year olds) experimental group were 100.3 which is equated with a 78 %ile rating. (Only 33 of the 40 pre-k students completed the test.) These scores may be contrasted with the control group at the Early Childhood Center (5 year olds) which had a mean total raw score of 85.4 which is converted to a 56 %ile rating.* The *Murphy-Durrell Reading Readiness Analysis* was administered at the end of the school year. The results will be considered as a pre-test for a comparison with next year's scores.

*In comparing the Bilingual Center's pre-K with the Early Childhood Center, the age difference should be kept in mind. Note that Early Childhood children were 5 year olds, and any comparison, then, must be made in this light. This comparison, at best, is a very tenuous one.

TABLE 6
COMPARISON OF PERCENTILE RANKING ON
MURPHY-DURRELL READING READINESS ANALYSIS SCORES
EXPERIMENTAL AND CONTROL GROUPS

A. Pre-Kindergarten Level

Population Tested	Mean Raw Score	Mean %ile Ranking
Early Childhood Center (Control Group) N = 80	85.4	56
Experimental Pre-K N = 33	100.3	78

Difference in Mean Raw Scores - Exp. Group +14.9
Difference in Mean %ile Rankings - Exp. Group +22

B. Kindergarten Level

Population Tested	Mean Raw Score	Mean %ile Ranking
P.S. 138, K. (Control Group) N = 38	58.0	23
Experimental K N = 48	95.7	72

Difference in Mean Raw Scores - Exp. Group +37.7
Difference in Mean %ile Rankings - Exp. Group +49

97% of the students are able to identify and read their names. 89% can select and arrange the letters in their names using plastic letters. These findings are based on notations by teachers on student profiles and by observations made by the evaluation team.

The *Boehm Test of Basic Concepts* was administered to the entire experimental group in the beginning of the school year and again at the end. The results are compiled in Tables 6 and 7, including a comparison of the experimental and control groups. The

TABLE 7

COMPARISON of POST-TEST RAW SCORES ON
BOEHM TEST of BASIC CONCEPTS
EXPERIMENTAL AND CONTROL GROUPS

A. Pre-Kindergarten Level

Population Tested	Mean Raw Scores
Early Childhood Center (Control Group) N = 64	39.2
Experimental Pre-K N = 41	33.7

Difference in Mean Raw Scores - Exp. Group -5.5

B. Kindergarten Level

Population Tested	Mean Raw Scores
P.S. 189, K (Control Group) N = 19	30.1
Experimental K N = 51	34.3

Difference in Mean Raw Scores - Exp. Group +4.2

pre-kindergarten control group was found by the Title I Evaluation team from I.E.D. to have started at exceptionally high levels on the pre-tests and they concluded that the group

must have been a highly selected population and therefore limited comparative conclusions can be drawn. However, the rate of growth noted for the experimental group was at a much higher level than for the control group. (See Table 8 below.)

TABLE 8
COMPARISON of PRE- AND POST-TEST MEAN SCORES ON
BOEHM TEST of BASIC CONCEPTS

A. Pre-Kindergarten Level

Population	Mean Pre-Test Raw Score	Mean Post-Test Raw Score	Mean Change	Correlated t
Control Group N = 64	32.8	39.2	+6.4	9.46**
Experimental N = 41	24.2	33.7	+9.5	30.63**

**Significant at the .01 level

B. Kindergarten Level

Population	Mean Pre-Test Raw Score	Mean Post-Test Raw Score	Mean Change	Correlated t
Control N = 19	23.0	30.1	+7.1	3.40**
Experimental N = 51	26.1	34.3	+8.2	26.67**

** Significant at the .01 level

F. Self-Image

The child will have a healthy recognition of his cultural heritage; self-identification; adjustment to school; positive attitude towards learning.

Based on teachers' notations on student profiles and informal discussions and observations conducted by the evaluation team, the students' healthy adjustment to

school has been noted. The children enjoy attending school, and enthusiastically anticipate their activities with their peers and their teachers. They enjoy participating in the variety of activities planned to stimulate learning. Teachers have noted the children's increasing independence and responsiveness to their peers.

II. TEACHERS and PARAPROFESSIONALS

The objectives for the improved professional growth and development of the teachers and paraprofessionals were substantially met. Although some of the objectives ("increased teacher effectiveness") were so vague as to defy solid evaluation, the particular objectives which could be evaluated by observation of classes or by checks of such records as university transcripts, attendance records at meetings, and teacher kept records of student progress were solidly achieved.

During the course of the year some of the original objectives for the teachers were modified because they were either too vague or were unsuceptible of evaluation. In order to evaluate the teachers and the paraprofessionals the following objectives were decided upon. They are discussed together with the mode of evaluation and the results of the evaluation.

A. Instruction Objectives:

1. All project staff will know the goals and objectives of Bilingual Education in District 17.

Each staff member was interviewed by the evaluation team and their lesson plans were read and interpreted. The goals of the project and their specific implementation in terms of what they meant for classroom activities were also the frequent topic of the staff meetings and of informal conversations between the staff and the director and the staff and the evaluation team.

On the basis of all of these sources the evaluation team determined that the staff did know the goals and — most important — if particular goals or a particular implementation of them were unclear, then the staff and the director worked to clarify them, thereby enabling the staff to work toward them. This was a very intense and involving program for all concerned. Without a clear agreement as to the value of the goals and a clear understanding of them, any success would have been very difficult if not impossible.

2. Teachers will be primarily classroom managers fostering individual learning. The teachers and paraprofessionals will speak primarily in her dominant language in the classroom. Teachers will keep a record for each individual child so that growth (linguistic, cognitive, etc.) can be determined.

These objectives were evaluated on the basis of formal and informal observations by the director and the evaluation team. The observations were supplemented by reading lesson plans, by conferences with the teachers, and by checking the pupil records kept by the teachers.

There was substantial growth in the ability of teachers to individualize instruction, to rely less on group projects and instruction, and to employ the paraprofessionals collegially to achieve the instructional goals of the class. Although this was a source of frustration to some of the teaching staff who saw their role being threatened as paraprofessionals, community workers, parents and other aides began increasingly to help with the individualized instruction program, the evidence that the pupils' needs were being met was usually convincing to them.

Teachers and paraprofessionals and other staff all used their dominant language almost exclusively during instructional situations. The exceptions which were observed were all beneficial in that they involved responding to a child in his or her dominant language whenever the child had a problem or a serious question or when some other crisis developed.

The teachers and other staff did an extraordinary job of recording individual student growth and of reporting that growth to the parents. The individual nature of the observations and of the comments was of an increasingly high level. This aspect of the program was frequently the topic of staff meetings and of individual conferences between staff and director because the teachers were being asked to observe and evaluate the growth and change of their charges in a much more detailed and sophisticated way than is normally required in early childhood programs. The staff worked well together to under-

stand the need for and the implications of such record keeping since in many instances tomorrow's activities for a particular child depended upon what was observed about him today. Although there was some feeling on the part of some of the teaching staff that too much was being demanded of them in this regard, as most of them grew in their ability to do it, to learn from it, and to employ it as the basis for their teaching, their complaints diminished and their teaching improved.

3. All teachers and paraprofessionals will know how to use all the equipment and materials in her room and will know why they are there.

Until the program moved to its new facility in the early childhood day care center, materials and their implementation were problems for all. The facilities for the program through the beginning of May were adequate as far as instructional materials and supplies were concerned, and the teachers employed them well. The rooms were definitely not conducive to individualizing the program, however, and so some of the materials and ideas which could have been employed were not utilized until the program moved.

Based on observations by the director and the evaluation team, this objective was fully met by the end of the school year.

4. The teaching staff will become increasingly proficient bilingual educators by learning and employing such effective techniques of bilingual instruction as using 'expansion' of the children's utterances, decreasing the amount of time he or she talks, and recognizing both the right of children to talk and their need to do so in order to increase their ability to use languages being acquired and developed.

Observations by the director and the evaluation team, review of teacher-made student profiles and student records, review of lesson plans, observations based on staff meeting participation, and individual conferences were all employed to evaluate changes in teacher effectiveness.

There were positive changes in all of the staff as a result of the experience of participating in the initial year of the program. Some of them were detailed above in discussing the increased ability of the staff to keep records and to individualize instruction based upon them. Others, more subtle, but nonetheless important, involved a definitely observable decrease in the amount of teacher talk in the classrooms, an increasingly warm and student participatory atmosphere, and a growth in the effectiveness of the team of adults in the room to respond to various needs of different children at different times.

None of these observations admits of quantification, but the most important competency of a bilingual teacher appears to be her ability to diagnose accurately what is happening in her classroom, to plan on the basis of that diagnosis and to evaluate the changes in the individual children on the basis of the implementation of the plan. All of the teaching staff — teachers, paraprofessional and other personnel — seemed to increase in these abilities as the year went on. While the process of learning how to do these things probably never stops since the class keeps changing every day and since every day there are new problems, the staff all made considerable progress in these dimensions during the first year.

5. Teachers accept working as part of a team.

This was for some the hardest and for others the easiest part of the program. As noted above, the intensity of the program and the availability of resources in the form of concerned adults was an extraordinary aspect of the program. American teachers have for so long operated autonomously and essentially alone behind a closed classroom door that this part of the program was both crucial to its success and very difficult for many of the teachers who had had more traditional experience. As noted above, however, the increased co-operation and sharing by most of the staff in the job of helping the pupils learn was unquestionably one of the most marked reasons for the program's success.

B. Attitude Objectives:

1. Teachers will have a growing positive attitude toward bilingual education and toward the goals of the program.

This objective seems to have been met with some minor reservations and perhaps one exception. Such an objective is very difficult to explicitly evaluate since if directly confronted the staff knows, of course, what the evaluation team wants to hear. On the basis of informal conversations and observations, however, such matters can at least be inferred by individual observers and these judgments were frequently checked among ourselves by members of the evaluation team.

2. Teacher attitude toward participating in a bilingual program will become increasingly positive as evaluated by an increasing number of parent/teacher interactions and of home visits, and by increased community involvement.

Records of the program and the community workers in the program indicate that parent visits to the school, home visits by teachers, and parent participation in all aspects of the instructional program increased steadily throughout the year. Interviews and discussions with the teachers also showed an increasing awareness of the teachers in the importance of parental involvement in the program and a growing willingness to foster such involvement.

3. Teachers will have increased awareness of the two cultures: American/French or American/Spanish involved in their classroom.

Observation of teacher lesson plans, teacher made culture units, the decorations and other physical aspects of the classrooms, and the growing number of parental visits with a cultural import, all confirm that the bicultural aspects of the program were very well developed and that the teachers consistently encouraged the children's awareness of the two cultures. Since they could not do that without being so aware themselves, this objective was conclusively achieved.

C. Training Objectives:

1. Each teacher and paraprofessional must enroll in and successfully complete the initial phase of an appropriate university training program in bilingual education.

By evaluating college and university transcripts it can be seen that this objective was met. Unfortunately, through talks with the staff and the director, the evaluation team learned that although the teachers had dutifully enrolled and successfully completed the courses, for the most part they perceived them to have very limited relevance to their needs as teachers or to the needs of their pupils. That is, from their reports at least, the college and university programs really were not helpful. As the teachers progressed in their own teaching, however, they began to define their needs more clearly and to think more freely about how university instruction might help them meet them. Hopefully, during later phases of the program the university instruction will not be strictly limited to bilingual teacher training and can be more efficacious.

2. All staff must participate in regular staff meeting/inservice programs focusing on overall problems in bilingual education and particularly on the needs of the pupils and the staff.

There was an effective inservice program and staff problems were regularly and effectively discussed. Much of the improvement in the teaching effectiveness, individualized instruction, record keeping, and the like noted above sprang directly from the inservice program and the staff meetings. The evaluation team participated occasionally in the program and observed its efficacy. What problems remained were the result of a number of factors including the unfamiliarity of the teachers with many of the linguistic and psychological theories underlying bilingual education and the added time and energy burden on an already intensely involved staff. Hopefully during the succeeding years of the program the evaluation team and other university personnel can be more helpful in making the inservice program more effective. This year the burden fell mostly to the director who did a magnificent job, but who needed help which she frequently didn't get from the university.

III. PARENT and COMMUNITY INVOLVEMENT

This was an outstandingly successful aspect of the bilingual program. Most innovative and experimental educational programs have given considerable lip-service to the value and need for parental involvement in the education of their children. Unlike any program with which the evaluation team is familiar, however, this program not only said it wanted parental involvement, it demanded it and got it to an astonishing degree. Parents' attitude toward the program was consistently positive, all the parents who have younger children eligible for next year's program have enrolled them, and except for one family moving away, all of this year's children will be back.

The specific objectives and means of evaluating parental involvement are briefly discussed below. Most important overall, however, was that the sample of the parents who talked with the evaluation team all conceived of the program as their program. It existed for them and their children. None of them exhibited the kind of apathy and conviction that what they say won't have any impact, so familiar to many observers of school/parent relations today.

A. Attitude Toward the Program:

Parents will respond positively to the questionnaire distributed by the program, will attend meetings regularly and will participate in school and school related community activities.

The questionnaire results were overwhelmingly positive. Meeting attendance was better than 90%.

Parents came regularly to school, participated in the instructional program and involved themselves in such activities as the community school board elections.

B. Second Language Learning:

Parents will attend a course of instruction in the language their children are learning in school.

Attendance was better than 80% in the weekly language classes and the teachers of the classes reported consistent progress.

C. Visits to School:

Parents will frequently visit the school, and, on appropriate occasions, participate in the instructional program particularly in its cultural aspect.

Parents both felt free to come to school and did come regularly. They helped plan and carry out much of the cultural program by providing authentic foods, costumes, and all sorts of information about Spanish American, Haitian, French, Spanish, American, and Afro-American cultures.

SUMMARY AND CONCLUSIONS

I. STUDENTS

Language Development (Dominant Language): The major objective of the program was to improve the students' communicative facility in their dominant language. The data given in the report supports the conclusions that this objective was substantially achieved. Their sentences increased in length and complexity; their willingness and ability to express their ideas increased substantially; and their ability to function as communicative members of the classroom group was markedly improved.

Language Development (Second Language): The objective of this aspect of the program was to develop comparable ability in a second language (either French, Spanish, or English). While comparable ability was achieved by few of the children, most of the French and Spanish speaking students who were learning English as their second language achieved near comparable fluency. The substantial exceptions were the English dominant children who, although they made some progress in attaining a mastery of French or Spanish (whichever the target language happened to be), remained far behind their own development as speakers of English or the others' achievements as learners of English. The clearest explanation for this seems to be that in a primarily monolingual English speaking culture, the French and Spanish speaking children had more chance to use and hear English spoken outside the environment of the school and the program, while the English speaking children had primarily school time to practice in. Considerable support for the program by the parents and some intervisitation of children and parents helped to overcome this to some degree, but, nevertheless, one of the aspects of the program which must be strengthened is the opportunity for the English speaking children to use and hear the language they are trying to learn. This is discussed further in the recommendations section below.

Cultural Awareness: The program's objective was to develop a positive self-image and awareness of the cultural backgrounds of the students involved (American-English and Haitian-French or Spanish-American). The data presented in the report support the conclusion that this objective was achieved. The children scored highly on the cultural awareness test and clearly enjoyed participating in and learned from the many cultural activities they engaged in. The interest, enthusiasm, and joy with which the children came to school and participated in the program as well as their art work, their pride when speaking to visitors and numerous other observations suggest that the self-image aspect of the goal was achieved as well.

Cognitive Skills: The program's objectives for developing the cognitive skills of the pupils were many and far reaching. Fundamentally the program staff were interested in providing a learning environment which would enable each student to grow and develop in both linguistic and thinking ability. The two were correctly seen as interrelated with cognitive development activities also serving to foster language development and language development activities designed to enhance cognitive growth. As measured by the standardized tests and evaluated by each individual's ability to successfully complete increasingly complex Piagetian tasks, the data presented in the report shows that the cognitive development goals of the program were achieved. Most of the kindergarten children are ready to begin to read in their dominant language and most of the French and Spanish dominant ones to begin reading in English. Their progress in other cognitive areas ranged from good to outstanding.

Self-Image: As discussed above under cultural awareness, promoting a positive self-image on the part of the pupils was also one of the program's goals. The teachers' reports on the children, the observations of the evaluation team and the students' art work and willingness to come to school (as demonstrated by the very high attendance figures) all testify that this objective was substantially met.

II. TEACHERS AND PARAPROFESSIONALS

Instruction: The major objectives of the program were to improve the teaching staff's effectiveness as bilingual preschool teachers, to enable them to individualize the instructional program to meet the needs of individual children, and to enable them to understand the goals of the program and the value of bilingual education. The data presented in the report show that these objectives were substantially met. The teachers knew and were involved in re-defining the goals of the program, they began increasingly to use the paraprofessionals and other available adults as members of the teaching team in order to successfully individualize the instructional program, and they did a generally effective job of teaching the children in a bilingual atmosphere. The staff worked generally well together as an overall team, and the individual classroom teams also functioned well. There were problems, of course, from time to time, as there always are in team operations, but these were generally resolved and the groups functioned together to solve problems and to design and implement the instructional program.

Attitudes: The major objectives concerning teacher attitudes involved their ability to understand and transmit their awareness of the multi-cultural backgrounds of the children in the program. The children's growth in this area and the ability of the teachers to prepare and implement cultural heritage instruction testifies that this objective was substantially met.

Training: Each member of the teaching staff (teachers and paraprofessionals) was required to participate in both in-service training at the program site and to enroll and successfully complete appropriate university courses. All of them did so, but unfortunately as is discussed in the report, the university particularly didn't provide sufficiently beneficial or relevant courses of instruction. The objective was met, but the results were not always as positive as had initially been hoped for.

III. PARENT AND COMMUNITY INVOLVEMENT

Attitude: The program's goal was to have the parents involved in and feel positively toward the program their children were enrolled in. All the data in the report shows that this objective was outstandingly met. Most impressive evidence of this comes from the fact that all of the children in the program were re-enrolled by their parents as were all eligible younger siblings.

Second Language Learning: All of the parents were enrolled in the course designed to teach them the same second language as the one their children were learning. Attendance was very high, progress was good, and this objective was clearly achieved.

Visits to School: The parents visited the school very frequently, and, more important were consistently and positively involved in the ongoing instructional program particularly in its cultural heritage aspects. The parents really felt that this was their program and looked on the staff as allies in educating their children.

RECOMMENDATIONS

1. The program should be continued in substantially its present form.
2. Continued effort must be made to increase and augment the opportunities for the English dominant group to use and hear their target language. In school this should take the form of the program being almost entirely conducted in French or Spanish, as appropriate, for these children. Out of school parents should be encouraged to do everything they can to enrich the language learning opportunities of their children.
3. Emphasis on individualizing the program should be strengthened wherever possible, with special attention to giving children a chance to participate in genuine communicative interaction situations in both languages. These cannot be merely group activities but as much as possible individual conversations between child and child and child and adult. To further the goal of the English dominant children learning French or Spanish they should be encouraged to talk in these languages to their peers as well as their teachers.
4. The inservice training aspect of the program should be continued and augmented by more attention to both the theoretical and the practical bases of bilingual education. University course work should be more directly related to the needs of the program. Other resource people should be employed to help the director with inservice training.
5. Parental involvement should continue at its present high level, and teachers should be encouraged to use interested parents as aides in the ongoing instructional program.
6. Materials for the program should emphasize as much as possible the cultural background as well as the skill development aspects of the program.

APPENDICES

APPENDIX A

BOARD OF EDUCATION OF THE CITY OF NEW YORK OFFICE OF STATE & FEDERALLY ASSISTED PROGRAMS ENGLISH AS A SECOND LANGUAGE AND BILINGUAL PROGRAMS

EXPERIMENTAL SCALE FOR RATING PUPILS' ABILITY TO SPEAK ENGLISH

PUPILS' NAME			DATE						
Level	I. Structural Patterns	Level	II. Vocabulary	Level	III. Intonation	Level	IV. Pronunciation	Level	V. Oral Fluency
1	Speaks no English	1	Speaks no English	1	Speaks no English	1	Speaks no English	1	Speaks no English
2	a) Repeats Teacher's models. b) Usually answers with single words. c) May attempt to form a few simple patterns following teacher's model.	2	Uses only those words which are necessary to meet individual needs: i.e. - imitation of teacher's or pupil's models.	2	Stress, pitch and rhythm of native language.	2	Limited accuracy in the production of English vowel & consonant sounds.	2	a) Little response to questions. b) Often repeats what the teacher says.
3	a) Mostly simple patterns. b) No agreement of noun and verb. c) Incorrect use of gender. d) Improper use of negative. e) Incorrect tense.	3	a) Is able to use words teacher has taught. Can imitate & use words in context. b) Hesitation in use of vocabulary. c) Poor choice of words.	3	Has acquired some of the stress, pitch and rhythm of English.	3	Increased awareness of English vowel & consonant sounds but limited accuracy in production.	3	a) Begins to participate orally. Experiments with questions and answers. b) Begins to contribute to group.
4	a) Dev. auto. use of patterns. b) Dev. facility with extended language patterns. c) Completes sentences most of the time when called for. d) Makes some errors in tense agreement and gender.	4	Pupil is able to communicate with peers & teachers but still shows hesitancy in finding the proper words.	4	Uses stress, pitch & rhythm of Eng. most of the time.	4	Gaining auto. control of Eng. consonant & vowel sounds.	4	a) Able to carry on conversations about experiences. b) Better able to ans. ques. c) May still speak with hesitancy.
5	a) Auto. use of patterns. b) Uses extended patterns. c) Completes sentences. d) Complete tense agreement & use of gender.	5	a) Correct usage. b) Auto. use of vocabulary c) Variety in choice of words. d) Enriched voc. (colorful, descriptive).	5	Uses stress, pitch & rhythm of Eng. with only occasional interference of native language.	5	Has gained auto. control of Eng. consonant & vowel sounds but retains occasional interference of native pronunciation.	5	Fluency in spoken Eng.
6	Same as above - circle 5.	6	Same as above - circle 5.	6	Accept. stress, pitch & rhythm of English.	6	Auto. control of Eng. sounds.	6	Fluency in spoken Eng.

APPENDIX B

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF ELEMENTARY SCHOOLS
110 Livingston Street
Brooklyn, N. Y. 11201

SCALE FOR RATING PUPIL'S ABILITY TO SPEAK ENGLISH*

- A Speaks English, for his age level, like a native — with no foreign accent or hesitation due to interference of a foreign language.
- B Speaks English with a foreign accent, but otherwise approximates the fluency of a native speaker of like age level. Does not hesitate because he must search for English words and language forms.
- C Can speak English well enough for most situations met by typical native pupils of like age, but still must make a conscious effort to avoid the language forms of some foreign language. Depends, in part, upon translation of words and expressions from the foreign language into English and, therefore, speaks hesitantly upon occasion.
- D Speaks English in more than a few stereotyped situations, but speaks it haltingly at all times.
- E Speaks English only in those stereotyped situations for which he has learned a few useful words and expressions.
- F. Speaks no English.

* Adapted from *The Puerto Rican Study Report, 1953-1957*, Board of Education, City of New York, 1958, pp. 169.

APPENDIX C

BILINGUAL QUESTIONNAIRE

1. Why do you wish your child to have a bilingual education?
2. Do you know what is involved in this type of program?
3. How long do you intend to keep your child in the program?
4. How can you contribute to the success of this program?
Can you contribute:
 - *Time* to attend classes? What's the best day? hour?
 - *Time* to help the school? What's the best day? hour?
 - *Talents, abilities, interests?* (What is it you could share with the children?)
 - *A Place* for kids to learn by doing?
 - *An Exchange of Visits?*
5. How many other children do you have?
 - Ages
 - Sexes
 - Schools they attend
6. In what ways do you expect the school to prepare your child for later life?
 - What problems have you experienced in this country?
 - How do you think this type of program will help your child overcome such problems?
7. What aims do you have for your child?
8. What hobbies does your child have?

What is he/she most interested in?

How does he/she spend time when alone?
9. Is your child right-handed or left-handed? Right Left
10. What are *your* interests and hobbies?
11. What languages are spoken in the home?

Bilingual Questionnaire Cont'd.

12. What languages do your children speak to each other?
13. What televisions programs do you watch?
14. What television programs do your children seem to be interested in?
15. Are your friends mostly Spanish? (English?) (French?)

APPENDIX D

LISTA SOBRE EL DESARROLLO DEL IDIOMA

Favor de indicar la presencia del detalle indicado sobre el desarrollo del idioma en el niño, colocando una marca a la izquierda del detalle enumerado. Cuando se exige alguna cuantificación, especifique según su mejor apreciación.

1. Vocaliza sonidos, sílabas.
El niño hace sonidos o articula sílabas que no constituyen una palabra.
Ejemplos: "ma" "da" "Ga" etc.
2. Indica que reconoce a una persona, vocalizando. Cuando el tutor o cualquier otra persona que le es familiar hace entrada en su campo visual o auditivo, el niño hace sonidos que nos sugieren que el niño conoce esa persona. (Quizás esto puede juzgarse mejor a través de la consistencia de ese tipo de respuesta.)
3. Usa sílabas duplicadas o repetidas.
Ejemplos: "mama" "tata" "titi" "baba" etc.
4. Balbucea
La palabra balbuceo es usada en el sentido de "sonidos vocales continuos y sin significado", i.e., no se pueden reconocer palabras definidas. Esto debe marcarse aunque se haya escuchado solamente una vez.
5. Hace imitación de palabras.
El niño repite una palabra o palabras dichas por otras personas dentro de su ambiente (durante el periodo de observación.)
6. Habla por lo menos una palabra.
Marque en caso de que el vocabulario del niño consista de por lo menos una palabra *espontánea*, no imitativa. No es necesario que esta palabra sea usada con un significado claro.
7. Habla palabras de muchas sílabas. Indique el número de sílabas de la palabra usada y copie la palabra en el espacio provisto más abajo.
Ejemplo: cocodrilo
co-co-dri-lo
4 sílabas
Palabra:
8. Usa claramente por lo menos una palabra con *significado*. Usa por lo menos una palabra apropiadamente o tiene una palabra que usa consistentemente para referirse a una persona específica, acción, objeto o situación.
9. Usa interjecciones
Una interjección es una expresión espontánea y natural que carece de

conexion gramatical son otras palabras.
Ejemplos: "oh" "ah" "ja" "unju" etc.

10. Usa el imperativo.
El imperativo denota mandatos, ordenes, o exhortaciones tales como:
"parate", "cogeme", "dame", "dejame", etc.
11. Imita oraciones cortas
Repite dos o mas palabras dichas por el tutor, observador u otras personas que esten en su ambiente. De acuerdo con algunas personas versadas en la materia, esto ocurre a menudo cuando se le ha hecho pregunta al nino.
Ejemplo: alguien: Se rompio eso?
 nino: Se rompio.
12. Combina dos o mas palabras en su habla.
Ejemplo: "Papa se fue."
 "Titi vino"
13. Indique el numero de palabras en la oracion mas larga que el nino uso.
Cuenta cada palabra en la oracion sin importar cuan larga sea esta.
Ejemplo: Se comio la manzana.
 4 palabras.

Oracion:

14. Se refiere a si mismo por su nombre.
Usa el nombre con el cual otros le llaman, para referirse a si mismo.
15. Usa el negativo.
En este caso el negativo es usado para referirse a palabras de *negacion* o *contradiccion*.
Ejemplos: "No quiero."
 "Yo no voy."
 "No me gusta."
16. Usa nombres propios
Un nombre propio se usa para designar una persona *particular* o una cosa.
Ejemplos: Ruben, Caperucita Roja,
 Parque Central, etc.
17. Usa la forma plural anadiendo una "s".
Ejemplos: Perros, palomas, botellas, etc.
18. Usa el infinitivo.
El infinitivo es usualmente un verbo en primera persona singular.
Ejemplos: (Yo) "Quiero ir."
 (Yo) "Voy a dormir."
19. Usa *El articulo*, "un", "una", "la", "el", etc.
Esta parte del lenguaje se explica por si misma.

20. Usa *nombres* indicando posesion (forma posesiva). La forma posesiva se refiere a palabras que denotan que algo le pertenece a alguien.
Ejemplos: La gorra de Juan es verde.
El traje de mama es azul.
21. Usa pronombres que indican posesion.
Ejemplos: Su retrato es bonito.
Mi botella esta llena.
22. Hace preguntas.
El tono de voz en que hace la pregunta debe usarse para determinar si en realidad de ha hecho una pregunta. Frases tales como "Tu vas," cuando se decen en un tono de pregunta deben ser consideradas como tal.
23. Usa consistentemente el nombre de por lo menos un color en forma correcta.
24. Numero (consecutivo) mas alto que el nino dice de memoria, sin saber el significado necesariamente. (El nino no necesita usar estos correctamente al contar tampoco.)
25. Usa verbos auxiliares (verbos compuestos). Un verbo auxiliar es aquel que "ayuda" a que otro verbo tenga sentido.
Ejemplo: Mi hermano esta durmiendo.
Pepe se fue.
Yo estoy llorando.
26. Usa el sujeto en las oraciones.
El sujeto es aquello de lo que se dice algo. Tecnicamente, puede ser un nombre o una palabra, frase, o clausula usada como nombre o su equivalente, tal como un pronombre.
Ejemplos: Juanita sabe escribir.
El corre.
Perro negro.
27. Usa verbos en las oraciones.
Ejemplos: Va a la escuela.
Toma (o bebe) leche.
Tira la bola.
28. Usa por lo menos una *preposicion*; "de", "en", "sobre", "debajo", "dotras", etc.
29. Usa por lo menos una *conjuncion*.
Una conjuncion une palabras o grupos de palabras, tales como oraciones. Incluya tales palabras como: "y", "o", "pero", etc.
Ejemplos: mama y papa
El gato y el raton.
30. Usa por lo menos un *pronombre personal*:
"yo", "tu", "el", "ella", etc.

31. Usa el *verbo* para unir al sujeto y predicado. El predicado es lo que se dice acerca del sujeto. La definicion de sujeto se dio antes (numero 26). La combinacion de sujeto y predicado es lo que forma una oracion esencialmente completa.
Ejemplos: Juanito quiere a mami.
Elena tiene un lapiz.
32. Usa *oraciones compuestas*.
Una oracion compuesta equivale a dos o mas oraciones sencillas (llamadas clausulas independiente caundo son usadas como una sola oracion) unidas por una o varias palabras, o por medio de algun signo de puntuacion.
Ejemplos: Juana se fue a la escuela y mami esta comprando.
33. Usa *oraciones complejas*.
Una oracion compleja es aquella que contiene solamente una clausula independiente y una o mas clausulas dependientes.
Ejemplos: Yo no estaba aqui — cuando tu viniste ayer.
34. Usa la palabra “que”.
Esta palabra es indicativa de que el nino conoce o se da cuenta de objetos externos a su persona. De hecho, esos objetos tienen sus nombres.
35. Usa la palabra “donde.”
Esta palabra sugiere que el nino esta consciente del concepto espacio.
36. Usa la palabra “cuando.”
Esta palabra sugiere algun conocimiento del concepto tiempo.
37. Usa la frase “porque.”
Sugiere que el nino esta consciente de relaciones de causa.
38. Habla denotando sus acciones.
El nino verbaliza sus acciones, nombra lo que esta haciendo, o bien hace comentarios mientras esta envuelto en alguna accion.
Ejemplo: Me estoy poniendo los zapatos.
39. El habla antecede la accion.
En este caso, el nino anuncia lo que va a hacer, antes de hacerlo.
Ejemplo: Voy a salir a la calle.
40. Cuenta una experiencia respondiendo a una pregunta. En este caso, el nino narra algo que le sucedio, respondiendo a una pregunta directa.
Ejemplo: Alguien: Estabas contento esta manana?
Nino: No, me dolia la barriga. Mami me dio algo y ya se me quito.
41. Cuenta una experiencia en forma espontanea.
En este caso, el nino cuenta algo que le paso sin necesidad de preguntarle.
Ejemplo: Mi abuelita me compro una bola.

42. Usa el tiempo pasado de verbos regulares.
Ejemplo: caminar, camino
andar, andune
trepar, trepo
llorar, lloro
43. Usa la forma *comparativa o superlativa* del adjetivo.
Especifique cual.
Ejemplos: alto, mas alto, altisimo
grande, mas grande, grandisimo
44. Usa algunos nombres cuya forma plural es irregular.
Ejemplo: aji, ajies